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ABSTRACT

This document is an extensive annotated bibliography of institutional research, 1972-73. Contents cover goals of higher education, community development goals, spatial environments of higher education, the university, the community college, institutions of higher education within the civil government, curriculum and instruction, research, professional and graduate education, student services, government and management activities, academic governance, planning, budgeting, innovative activities, the students, the faculty, student development outcomes, and miscellaneous. (MJM)

AN ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1972 - 1973

JAMES K. MORISHIMA
Editor

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

1973

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TABLE OF CONTENTS

	Entry Number	Page
Foreward		iii
Goals of Higher Education	1	2
Community Development Goals	2	2
Spatial Environments of Higher Education	4	3
The University	11	5
The Community College	17	6
Institutional of Higher Education Within the Civil Government	19	7
Curriculum and Instruction	20	8
Research	42	12
Professional and Graduate Education	54	15
Student Services	56	16
Government and Management Activities	62	17
Academic Governance	67	19
Planning	69	19
Budgeting	87	24
Innovative Activities	92	26
The Students	97	27
The Faculty	140	37
Student Development Outcomes	148	39
Miscellaneous	170	45
Author Index		50

FOREWARD

This annotated bibliography of institutional research is the seventh in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. For the past seven years members of AIR have been requested to submit abstracts of institutional studies which would be of general interest to members and which would be available to persons desiring a copy.

As in the previous editions, editing of the annotations has been minimal. This accounts, in part, for the variation in length of the entries. Some annotations are fairly extensive while others are quite short. Some editing has been necessary, however, to gain consistency in form and to meet space limitations. In addition, the editor has written a limited number of annotations.

Due to the favorable feedback on the new categories used last year, we are continuing to use the new categories. The cross-indexing procedure established in the 1970-71 Annotated Bibliography is continued in this edition.

Where an entry makes no mention of cost it may be assumed that a single copy of the report is available free. Where there is a purchase price indicated for a particular study it is suggested that the purchase price accompany the purchase order. Copies of most of the entries will be on display at the Annual Forum on May 5-9, 1974, at the Statler Hilton Hotel, Washington, D.C.

The preparation of the seventh edition has been greatly facilitated by the assistance of Ms. Anne-Marie McCartan. The editor also expressed his personal appreciation to Ms. Cecilia Chacon and Ms. Betty Wasser who typed the final copy, and to Ms. Karen Malkoff who assisted in proofing the manuscript.

Additional copies of this bibliography may be obtained from the editor. The cost of each additional copy is $1.00. Please make checks payable to The Association for Institutional Research.

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AN

ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1972-1973

GOALS OF HIGHER EDUCATION

1. Rossmann, Jack E. Perceived Goals of Macalester College, Office of Research & Planning, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105, no cost.

Institutional Goals Inventory (IGI) data were collected from Macalester's trustees, alumni, administrators, faculty members, clerical staff, and students in the fall of 1973. Responses to the IGI were used to: 1) study congruence of current perceived goals and preferred goals among the various college sub-groups; 2) determine the current perceived rank order of goals for all groups combined; 3) determine the preferred rank-order of goals; 4) examine discrepancies between the current and preferred goals; 5) explore the relationship between the IGI data and the 1971 statement of objectives adopted by the Board of Trustees; 6) relate the Macalester data to those from another private liberal arts college.

See also: 69, 82, 85, 182

COMMUNITY DEVELOPMENT GOALS

2. Finch, Harold L. and Elaine L. Tatham. Historic and Projected Population Data for Johnson County, Kansas Institute for Community College Development, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, May 1973, 17 p., no cost.

In March 1972, Johnson County Community College initiated the development of a computerized demographic planning tool. The primary objective of the project was to facilitate the College's long-range planning capability relative to enrollment, staff, budget, facilities, curriculum and community service. This report was prepared in response to requests for information about the model and its use. It briefly summarizes the demographic modeling capability and presents a sample of data most frequently solicited.

3. Hay, Francis, Harold L. Finch, and Thomas Wolfe, Employment Outlook: Kansas City, Kansas 1973 to 1978, Donnelly College, 1236 Sandusky Avenue, Kansas City, KS 66102, December 1973, 20 p., no cost.

A survey of randomly selected Kansas City, Kansas employers was conducted in 1973 to determine the nature and number of jobs and job openings today and the future. Ten percent of all Kansas City employers representing over fifty percent of the total labor force were included in the sample. Employment needs and supply of qualified employees re-shown by type of job for 1) jobs that do not require formal education and training beyond high school and 2) jobs requiring one to two years of training beyond high school. The purpose was to assist a private two year college in reassessing its career offerings.

SPATIAL ENVIRONMENTS OF HIGHER EDUCATION

4. Clements, William H. Why They Don't Show in August, Office of Institutional Research, UW-Stevens Point, Stevens Point, WI 54481, April 1973, 84 p., no cost.

This is a follow-up to 1255 freshmen admitted to UW-Stevens Point in the fall of 1972, and who did not enroll. About 61% responded. Analysis of responses was made to determine reasons why applicants did enroll. Comparisons were made by high school, region and rank, or preference for Stevens Point when application was made. Student comments are included.

5. Cleworth, J.A., E.C. Higbee and S.F. Semeniuk, The Economic Impact of McMaster University on the City of Hamilton and Surrounding Localities,-OIR-25, Office of Institutional Research, McMaster University, Hamilton, Ontario, Canada, L8S 4L8, October 1973, 21 p., $1.25.

This study develops information which provides a clearer insight into the economic effects--in terms of income and jobs--that result from McMaster's presence in the community. It deals with the short term economic impact of the University, placing much emphasis on the expenditures made and employment supported by the University.

6. Lucas, John A. Adult Education Survey 1972, Office of Planning and Research, William Rainey Harper College, Palatine IL 60067, October 2, 1973, 14 p., no cost.

Survey was sent to a random sample of 400 households in Harper's district to assess the educational needs of the adult population.

7. Lucas, John A. Follow-up Survey of High School Graduates in Harper Districts 1971 and 1972. Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, December 6, 1972, 6 p., no cost.

   Survey was made of a random sample of high school graduates in two high school districts over two different years to determine what high school students do after graduation. A large increase was found in the percent of graduates enrolling in private technical schools.

8. Lucas, John A. Survey of Athletic Needs Among Harper Community and Students. Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, May 29, 1973, 18 p., no cost.

   Survey was made of full and part-time students and households in the community to obtain data concerning attitude toward athletic programs at Harper.

9. Moore, John R. and Craig G. Erickson. The Direct and Indirect Economic Impacts of UTK on the Knoxville Area, 1971-1972. Institutional Research, 111 Student Services Building, University of Tennessee, Knoxville, TN 37961, June 5, 1973, 17 p., no cost.

   Based on direct and indirect spending by the University and its students, the economic impact of the campus upon the community is measured. The report demonstrates that the cost/benefit ratios for investments in UTK represent remarkable returns to society for the investment.

10. Selgas, James, John Saussy and Clyde Blocker. The Impact of the College on the Local Economy. ERIC: #ED-072-779, Herrisburg Area Community College, Herrisburg, PA 17110, 1973, 105 p., $3.29.

    The objective of the study was to ascertain the nature of the economic impact of the expenditures of the community college on its local community. Estimates were made of 1) college-related local expenditures including expenditures by the college, faculty, staff, and students 2) the value of local business property committed to college-related business and 3) the expansion of local banks' credit base resulting from college-related deposits.

See also: 87, 105, 134, 172

THE UNIVERSITY

11. Finch, Harold L. Status Study Report Supplement for the Kansas State Department of Education, Johnson County Community College, 111th and Quivira Road, Overland Park, KS 66210, March 1973, 69 p., no cost.

    This report summarizes the College's history since 1971 and organizational changes within the last year together with descriptions of curriculum, community services, resources, staff and students. Included also are responses to recommendations made by the JCCC steering committee in the Status Study.

12. Hengst, Herbert R. and Robert S. Morrissey. The Oklahoma Continuing Education Opportunities Audit, 1971-72, Vice-President for Continuing Education and Public Service, 1700 Asp Avenue, University of Oklahoma, Norman, OK 73069, June 1973, 131 p., $5.00.

    A description of the needs for continuing education of careerists and professionals in Oklahoma for whom the University of Oklahoma provides career or professional education as related to currently available opportunities for Continuing Education and Public Service to meet these needs; Conducted by the Center for Studies in Higher Education, University of Oklahoma.

13. Hengst, Herbert R. and Robert S. Morrissey. The Program Audit: A Description of Continuing Education Activities, 1971-72, Vice President for Continuing Education and Public Service 1700 Asp Avenue, University of Oklahoma, Norman, OK 73069, January 1973, 93 p., $5.00.

    The Program Audit describes the extent, comprehensiveness, continuity, and related cost factors of Continuing Education and Public Service programs of the University of Oklahoma during fiscal year 1972; conducted as a descriptive field study of approximately 1,300 continuing education programs and 56,000 adult student enrollments by the Center for Studies in Higher Education, University of Oklahoma.

14. Hengst, Herbert R. and Robert S. Morrissey. The Program Audit: A Description of Continuing Education Activities, 1972-73, Vice President for Continuing Education and Public Service, 1700 Asp Avenue, University of Oklahoma, Norman, OK 73069, January 1974, 85p., $5.00.

    The Program Audit describes the extent, comprehensiveness, continuity, and related cost factors of Continuing Education and Public Service programs and services of the University of Oklahoma during fiscal year 1973; Conducted as a descriptive field study of approximately 1,300 continuing education programs, 56,000 adult student enrollments, and 98,000 services for individuals by the Center for Studies in Higher Education, University of Oklahoma.

15. Holland, M. Concept of the University of Alberta as Seen by Students and Staff, Office of Institutional Research and Planning, T-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, March 1973, 52 p., $2.50.

A study of eight dimensions of the campus environment by means of questionaire surveying a random sample of the student body, academic staff and non-academic staff at the University of Alberta. Aspects investigated included: professor-student contact, teaching and research, administration, liberalness, specific program or discipline, national standing, characteristics of the student body, and facilities and student services. The aim, in general, was to describe our campus community as perceived by all constituent groups.

16. Office of Institutional Research. Characteristics of Institutions Under the Program of the State University of New York, Fall 1970, State University of New York, Central Staff Office of Institutional Research, 99 Washington Avenue, Albany, NY 12210, March 1972, 301 p., no cost.

This publication consists of a series of institutional profiles by campus within campus type of each of the 72 institutions under the program of the State University of New York. Data on each campus includes; admissions, enrollments, programs offered, degrees granted, faculty and employees, library collections, facilities and other relevant information.

See also: 9, 34, 55, 109, 110, 126, 127, 128, 130, 133, 142

COMMUNITY COLLEGE

17. Lucas, John A. Market Analysis of Proposed New Programs in a Growing Community College, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, May 1973, 9 p., no cost.

Outlines four phases of market analysis for new program development and describes in detail some of the pitfalls, problem areas, and actual experiences Harper and other colleges have had with these phases.

18. Moughamian, Henry. A Five-Year Longitudinal Study of City Colleges of Chicago Transfer Students, Henry Moughamian, Coordinator of Research and Evaluation, City Colleges of Chicago, 180 N. Michigan Avenue, Chicago, IL 60601, November 1972, 28 p., no cost.

This five-year longitudinal study of students who transferred in fall 1967 from the City Colleges of Chicago, to Illinois public or private senior institutions includes information on which institutions they transferred to, curriculum choices, academic ability, credits accrued, senior institution attrition and graduation rates.

See also: 10, 33, 97, 101, 103, 111, 127, 128, 130, 151, 155

INSTITUTIONS OF HIGHER EDUCATION WITHIN THE CIVIL GOVERNMENT

19. Preshing, William A. Higher Education in Alberta: Conceptualization and Analysis, Office of Institutional Research and Planning, University of Alberta, Edmonton, Alberta, Canada, July 1973, 27 p., $1.50.

This report is concerned with a conceptual overview of the relationship between the institutions of higher education in Alberta (particularly the University of Alberta) and the Department of Advanced Education. The major thrust of the report is directed towards providing a framework within which the relationships between the Government and the University can be developed.

While primarily based on library research, the report does contain 'applied' concepts, although these are based on the author's own interpretation of the existing situation. While not definitive, the report attempts to present data on the relative role of the various constituencies involved in the process of Government - Higher Education relationships.

See also: 16

CURRICULUM AND INSTRUCTION

20. Clements, William H. An Evaluation of the Pass-Fail Grading Policy at UW-Stevens Point, Office of Institutional Research, University of Wisconsin-Stevens Point, WI 54481, July 1973, 46 p., no cost.

Semester; 1971-72 students who enrolled in pass-fail courses were asked their reasons for doing so. The quality of work in P-F courses was compared with loads of other students. Opinions of P-F faculty were obtained. Conclusions drawn were based on all available evidence.

21. Coull, Kenneth W. Student Marks Analysis II: A Report on: The Distribution of Student Marks for the years 1970-71 and 1971-72, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, May 1973, 52 p., $2.50.

This report contains an analysis of students' marks assigned under the nine-point grading system at the University of Alberta during the 1970-71 and 1971-72 academic years. The results were examined to determine: 1) If the distribution of marks conformed to an established theoretical distribution. 2) If the distribution of marks was consistent across the University. 3) If the distribution of marks had been consistent over time.

22. Duff, Franklin L. Degrees Granted by Institutions of Higher Education in Illinois: 1957-58 through 1971-72, University Bureau of Institutional Research, University of Illinois, 240 Illini Tower, Champaign, IL 61820, November 1973, 83 p., no cost.

A compilation of the number of degrees granted by institutions, and for selected groupings of institutions in Illinois between 1957-58 and 1971-72. The data are reported by degree level and for total degrees. Also provided is the percent of the state total for each study. The data was collected directly from the institutions involved.

23. Kelley, Diana L. and Elaine L. Tatham. Evaluation of College Learning Center Instruction in Six Subject Areas, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, January 1974, 19 p., no cost.

The College Learning Center was created to provide individualized instruction to meet the varied needs of students. The purpose of the study was to determine whether the individualized instruction resulted in the improvement of specific learning skills. Descriptions of programs in spelling, vocabulary, English, mathematics, reading comprehension and reading rates are provided together with a description of the pre-tests and post-tests. The results of the analyses of the pretest--post test change indicated significant improvement in all six instructional areas.

24. Leal, Ralph A. Recent Research on Alternative Learning Modes: A Bibliography, OIR, C.W. Post Center of Long Island University, P. O. Greenvale, NY 11548, December 1972, 11 p., no cost.

25. Lejda, Harry S. and Glenn E. Reeling. An Analysis of Selected Factors Affecting Student Grade Variability, Office of Research, Jersey City State College, 2039 Kennedy Blvd. Jersey City, NJ 07305, April 1973, 31 p., no cost.

    The study analyzes the grades granted by faculty in terms of professorial rank, sex, age, academic degree, discipline, and class size. Grades granted in both undergraduate and graduate classes were analyzed for at least two consecutive semesters in the form of GPA and numbers of each letter grade granted.

26. Lucas, John A. Evaluation of Real Estate Courses 1971-72, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, September 1, 1972, 13 p., no cost.

    Survey was conducted among students who had taken Real Estate Courses during the fall of 1971 and spring 1972. The report identifies characteristics of these students, evaluates effectiveness of these courses and determines future preference for Real Estate courses.

27. Lucas, John A. Survey of Need for Cable TV Technicians, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, June 5, 1973, 9 p., no cost.

    A survey was made of 79 cable TV companies in Illinois and Indiana to determine if there was a need for a cable TV program and estimated the demand for graduates of the program and estimated the number of present employees who would enroll in the proposed program.

28. Lucas, John A. Survey of Need for Computer Operators in the Community, Office of Planning Research, William Rainey Harper College, Palatine, IL 60067, September 15, 1972, 12 p., no cost.

    Survey was conducted in the northwestern suburban area of Chicago of 188 large firms having computer centers to determine feasibility of developing programs for computer operators.

29. Lucas, John A. and Charles F. Falk. Survey Needs for Educational Programs in Banking, Finance and Credit, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, June 11, 1973, 25 p., no cost.

    A survey was made of all Banks and Savings and Loan Institutions in the north and western suburbs and downtown Chicago to determine the feasibility of starting a program in Banking, Finance and Credit.

30. Lucas, John A. Survey of Need for Educational Programs in Material Management, Office of Planning and Research, William Rainey Harper College, Palatine IL 60067, June 25, 1973, 33 p., no cost.

    This market analysis was made, with the help of an advisory committee, in considering a new program in Material Management. The survey population consisted of 531 companies.

31. Lucas, John A. and Mary Lou Flanigan. Survey of Need for Dietetic Technicians, William Rainey Harper College, Office of Planning and Research, Palatine, IL 60067, January 8, 1973, 8 p., no cost.

    Twenty hospitals in the north, west and northwestern Chicago suburban area were contacted by phone to assess the need for dietetic technicians in the area. Employment and training information concerning the dietetic department were obtained from the head dietitian.

32. Majer, Kenneth and Nicholas Stayrook. The Question of Reliability of Course Evaluation Forms at Indiana University, Office of Institutional Research, Indiana University, Bryan Hall 305, Bloomington, IN 47401, December 1973, 38 p., no cost.

    The purpose of the study was to determine whether conditions necessary for trustworthy student evaluations exist on the Indiana University Bloomington Campus. The present study limited itself to the most frequently used course evaluation instruments at I.U., from the College of Arts and Sciences and the School of Business.

33. Moughamian, Henry. A Two-Year Follow-UP Study of Successful CLEP Students: Second Report, Henry Moughamian, Coordinator of Research and Evaluation, City Colleges of Chicago, 180 N. Michigan Avenue, Chicago, IL 60601, August 1973, 9 p., no cost.

    This report gives the findings of a questionnaire follow-up survey of successful CLEP test participants, designed to ascertain educational levels, effect of CLEP participation on enrollment, relationship with subsequent higher level coursework in the same subject areas, effect on time required to earn the A.A. degree, and effect on retention.

34. Office of Institutional Research. Degree and Other Formal Programs Currently Offered, Fall-1971, State University of New York, Central Staff, Office of Institutional Research, 99 Washington Ave., Albany, New York, NY 12210, March 1972, 275 p., no cost.

    This report is an inventory of curricular offerings at each of the 72 institutions under the program of the State University of New York. Part I is an inventory of campuses and the programs they offer. Part II is an inventory of programs and the campuses at which they are offered.

35. Office of Institutional Research. Enrollment by Academic Program, Fall-1968 through Fall-1971, State University of New York, Central Staff, Office of Institutional Research, 99 Avenue, Albany, New York, NY 12210, July 1972, 200 p., no cost.

This report on academic programs at each of the 72 campuses under the program of the State University of New York is arranged in two parts by level of award. Part one provides the enrollments by program at each of the campuses. Part two provides enrollments system-wide in each program as well as the campuses at which they are offered.

36. Otto, David. Report to the F.F.C. Committee to Investigate Teaching on the Use of Pass-Fail Grades During 1971-72, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1973, 29 p., $1.50.

37. Otto, David. Pass-Fail Grading Systems: A Literature Review, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1973, 61 p., $2.50.

What began as a review of Pass-Fail ended as a comment on the evaluation schema of student academic performance. Standards, Evaluation and Grades are defined. A brief history of grading among early North American institutions of higher learning was compared to precursory practices in Europe. The validity and reliability of traditional grades were examined. Finally, the original review of the literature on Pass-Fail was presented.

38. Pugh, Richard C. and Jon Readnour. Recent Trends in Undergraduate Grading Practices on I.U. Campuses, Office of Institutional Research, Indiana University, Bryan Hall 305, Bloomington, IN 47401, November 26, 1973, 1 p., no cost

Percent of grade distribution of lower division courses including pass-fail, incomplete, withdrawal, first semester of each academic year 1969-1972, Bloomington, IUPUI, Regionals.

39. Rossmann, Jack E. Patterns of Major Field Choice Among 1970 and 1973 Macalester Seniors, Office of Research & Planning, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105, October 1973, 9 p., no cost.

Major concentration data from the Macalester graduates of 1970 and 1973 were used to examine: 1) shifts in popularity among major fields between these two years; 2) shifts in declaration of double majors or major-core combinations; and 3) disciplines most frequently chosen when multiple majors were developed. The results indicated a decided shift toward the social-behavioral sciences, (especially psychology, sociology/anthropology, geography and history) and a dramatic increase in the percentage of students who declared multiple majors. Double majors were particularly popular in the humanities and major/core combinations were frequently chosen in the natural science/mathematics area.

40. Wartgow, Jerome F. An Instructional Systems Paradigm, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, June 1973, 56 p., no cost.

Governors State University is utilizing a competency-based curricular approach. Competencies exist not only at the course level, but also at the program and college level. The Instructional Systems Paradigm (ISP) provides an elaboration of the sequence of steps necessary for relating degree, program and course objectives. The ISP was developed by a university-wide faculty task force.

41. Wartgow, Jerome F. Student Attitudes on Instructional Policies and Practices, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, June 1973, 18 p., $1.00.

Governors State University is an experimenting university with a non-traditional student cliental. A number of experimental curricular and teaching modes have been attempted. This study reports on the interests and orientations of GSU students and their attitudes about the curricular-instructional patterns that affect them. The study also reports on the kinds of educational processes non-traditional students desire.

See also: 52, 82, 89, 1[illegible], 148, 164, 168, 181

RESEARCH

42. Beaudoin, G. and G. Valence. L'etude Sur l'evaluation des Frais Indirects de la Recherche, B.C.I., Université de Sherbrooke, Sherbrooke (Qué) J1K 2R1, In French Only, September, 1973, 40 p., $2.00.

Evaluating the indirect costs of research has consisted in determining, in terms of dollars and cents, the amount of the University's operating expenses incurred during 1972-73 as a result of research. First part of the report is a listing of the costs. Second part is a statistical analysis of the overall costs by Faculty and comparative analyses with usual variables in higher education. Conclusion covers 2 points: projection of research grants for 1973-74, and theoretical identification of indirect costs since 1965-66.

43. Blai, Boris Jr. Art Education - Means or End?, Director of Research, Harcum Junior College, Morris and Montgomery St., Bryn Mawr, PA 19010, Article, 1973, 13 p., $2.00.

A pilot study supported by a grant from the Spencer Foundation, designed to investigate empirically Sir Herbert Read's theories regarding art education. The 'results' of this study generally revealed statistically significant differential-gains for the Harcum Group enrolled in the 2-year Visual Arts Curriculum, in contrast to the group enrolled in various other curricula.

44. Blai, Boris Jr. Concept Learning-Mastery in Harcum Jr. College Laboratory, Nursery School-Kindergarten, Director of Research, Harcum Junior College, Morris and Montgomery Street, Bryn Mawr, PA 19010, Article, 1973, 2 p., $1.00.

How well does the Harcum program achieve the objective of helping the child understand through concept learning-mastery? The behavior analysis described for a sample of 36 pre-school children indicates an average improvement of 3 concepts, each, with the changes of such improvement occuring through chance variation alone being quite low. (less than 1 chance in 100)

45. Blai, Boris Jr. Concept Mastery-Learning in Harcum Montessori School, IRR 73-18, 1973, 1 p., no cost.

How well do children enrolled in the HMS develop their mastery-learning of concepts? A before-and-after behavior analysis suggests that on the average they do improve; a group of 12 revealing an average improvement of 5 concepts with a range of zero to 17 concepts.

46. Blai, Boris Jr. Institutional Research for Two-Year Colleges: Community and Junior Colleges, Article, 1973, 3 p., $1.00.

Highlights of how one small-enrollment (550 students), private, independent college analyzes its efforts as a viable learning center for young women. Describes on-going assessment of 1) resources allocation; 2) student potential; 3) institutional achievement; 4) curriculum and program needs and priorities; 5) community impact of the college.

47. Blai, Boris Jr. Research Office Published Articles IRR 73-23, 1973, 22 p., $2.00.

Highlight abstracts of 75 articles prepared by the Harcum Office of Research during the 1964-1973 decade grouped under the rubrics of: Student Characteristics and Views; Miscellaneous Subjects.

48. Curtis, David V., David Laird, and Jerome F. Wartgow. Evaluating Non-Traditional Studies--Implications for Public Policy, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, January 1974, 10 p., no cost.

There is much experimentation and innovation in American Higher Education. But, the question remains as to whether these changes are successful in what they attempt. Granted that the same questions could be asked of more traditional institutions, the burden of proof is more critical for the colleges attempting the newer practices. And, since the practices are new, the traditional evaluative criteria--such as existed--are not appropriate for the new goals. This paper provides a model for evaluating non-traditional studies in terms of accessibility, flexibility, personalization--synthesis, and efficacy of resources.

49. Curtis, David V. and Jerome F. Wartgow. The Macro Model--An Assessment of Governors State University, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, June, 1972, 20 p., $1.50.

Governors State University is mandated to be an innovative, experimenting and model university. The University has implemented a number of innovative practices recommended by various educational task forces. The Macro Model proves explicit ways in which the University can address the question: Are the Processes, systems, and approaches at Governors State University successful in what they propose to accomplish?

50. Jackemelt, William P. Statistical Summary of the College, Office of Institutional Research, Madison College, Harrisonburg, Virginia, VA 22801, November,1973, 40 p., $2.00.

This first edition presents a compilation of selected statistical data pertaining to students, faculty, programs, productivity, finances, and facilities of Madison College. Comparative data encompassing twenty, ten, five and two-year periods are provided. During the past two decades the College has evolved from a single-sex (female), single purpose (teacher education) institution with an enrollment of 1,100 into a co-educational, multipurpose institution with an enrollment of 6,300. The summary provides a statistical history of this era.

51. Mehra, N. Factor Analysis in the Investigation of Multidimensional Educational Problems, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, December 1972, 24 p., $1.50.

This paper discusses the use of Factor Analysis in the investigation of multidimensional educational problems and presents the results of one such application. It is argued that any global rating system in such enquiries is tantamount to an oversimplification of the underlying reality. Whereas, the manipulation of mass information collected on various aspects of a problem is often too complex for most human minds to grapple with, factor-analytic techniques enable us to simplify the analysis of data by delineating a few salient response patterns. The data can then be more effectively analyzed with reference to the original variables. The arguments and empirical evidence presented in support of the suggested methodology are taken from the study, "The Implications of Introducing a Semester System at the University of Alberta" by the author.

52. Mehra, N. Standardized Versus Unstandardized Techniques of Factor Analysis in a Study of Organizational Climate, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, June 1972, 21 p., $1.50.

> In this paper new arguments are presented comparing the two techniques --the "standardized" vs. the "unstandardized" -- of factor analysis (or equivalently, the Q vs. R techniques). The paper provides empirical evidence, from the study: "Organizational Climate" by the author, that two techniques yield factors basically different in nature and consequently, which of the two techniques should appropriately be used in a particular study depends on the objectives of the study.

53. Wartgow, Jerome F. and Richard A. Pollak. "An Evaluation of Student Evaluation of Instruction at Governors State University, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, October 1973, 24 p., $1.00.

> Student evaluation of instruction at Governors State University was initiated during the first year of academic instruction. Since that time, the policies and procedures used in student evaluation have been subject to continuous review and revision. This report summarizes the developmental process of student evaluation of instruction at GSU and analyzes the findings of formative evaluation studies that were conducted during the past two years.

See also: 40, 41, 82, 96, 98, 114, 147, 153

PROFESSIONAL AND GRADUATE EDUCATION

54. Clements, William H. An Evaluation of the Use of the Miller Analogies Test at UW-SF, Office of Institutional Research and Studies, University of Wisconsin-Stevens Point, July 1973, 23 p., no cost.

> This document reviews Miller Analogies test scores of Master's candidates and others who took the exam between 1961 and 1971. Scores are compared by year, sex, degree status, etc. Recommendation concerning future use are made.

55. Office of Institutional Research, Graduate Student Admissions Survey, 1972, State University of New York Central Staff, Office of Institutional Research, 99 Washington Avenue, Albany, New York, NY 12210, August 1973, 10 p., no cost.

> This is the third annual report of the State University of New York graduate admissions survey. It covers applications, acceptances, and new enrollments in all graduate programs for the Spring, 1972, Summer, 1972, and Fall, 1972, terms.

See also: 34

STUDENT SERVICES

56. Blai, Boris Jr. Counseling, Guidance and the Two-Year College - Article, Director of Research, Harcum Junior College, Morris and Montgomery St., Bryn Mawr, PA 19010, 1973, 6 p., $1.00.

Guidance and counseling staffs - the key members of Student Personnel Services, organizations, must either participate as qualified educators or watch from the sidelines while student personnel services are infused with greater academic and intellectual relevance without their assistance or involvement. It is imperative to the educational 'health' of any learning center that its guidance and counseling activities be incorporated into - not merely attached to - the institutions's academic - educational program.

57. Blai, Boris Jr. Parientals and Academic Achievement at Harcum IRR 73-22, 1973, 2 p., $1.00.

For a randomly selected sample of 100 Harcum 1972-73 resident freshmen, it was ascertained that differing parietal conditions (i.e. 'open' versus 'closed' dorms) does not have a statistically significant effect upon academic achievement as reflected in earned grade-point averages. With a t-ratio of only .83, there are 20 possibilities in 100 that the difference found (2.6 for 'closed' dorms vs. 2.5 for 'open' dorms) might have arisen simply through chance or sampling fluctuations alone.

58. Lucas, John A. Results of Summer School Survey, 1972, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, September 1, 1972, 23 p., no cost.

A sampling of 500 students to compare 1972 summer school program with previous summer school sessions.

59. Park, Georgia K. and Janis H. Weiss. The Mixed Dorm: Its Effect on Student Personality, Social Life, & Sexual Attitudes & Behavior, Office of Research & Planning, Macalester College, 1600 Grand Avenue, St. Paul, MN 55015, November 1972, 10 p., no cost.

In the fall of 1969, three dormitory options were available for Macalester College students: a mixed dorm in which men and women were housed in adjacent rooms; coed dorms in which men and women were housed in adjacent sections; and one dorm for women only. An eight-month longitudinal analysis of the impact of these housing patterns of student personality, social life, and sexual attitudes and behavior is reported.

60. Tatham, Elaine L. Student Services Questionnaire, Office of Institutional Research, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, Fall 1973, 47 p., free, on a limited basis.

The four components of the study were concerned with 1) student characteristics (e.g. career goals, number of hours working), 2) student opinion and useage of counseling services (e.g. types of assistance received from counselors), 3) student opinions of registration and other services and 4) student preference for additional course offerings.

61. Wolfcale, Carolyn P. State Supported Scholarships, Office of Institutional Research, 111 Student Services Bldg., University of Tennessee, Knoxville, TN 37916, March 12, 1973, 59 p., no cost.

This report is a compilation and analysis of state-funded scholarships and grants available to undergraduate students. It includes only scholarships and grants aid available to each state from the state's government. It includes neither loans nor aid only for use at or available through, specific, named institutions.

See also: 89, 97, 100, 102, 108, 129, 134, 135, 175, 176, 177, 178, 179, 180

GOVERNMENT AND MANAGEMENT ACTIVITIES

62. Evans, Keith W. Implementation of Management Systems: The Man-Machine Interface, Office of Planning and Institutional Research, Portland State University, P. O. Box 751, Portland, OR 97207, May 1972, 15 p., Cost Not Listed.

The participation of seven diverse institutions of Higher Education (in a pilot test of a complex computer simulation model for administrative use) provided a sample for investigating variables related to the successful implementation of a management innovation. The variables investigated fell in three categories involving the nature of 1) The Organization, 2) The Implementation Process, and 3) The Members of the Organization.

63. Finch, Harold L. A State Educational and Manpower Forecasting Model for Community College Planners, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, Fall 1973, 23 p., no cost.

The situation in Kansas is used as a case study to illustrate both the manpower supply and demand dilemma and a positive approach in dealing with the problem. Suggested guidelines for state planners are provided together with some of the critical planning parameters for designing and using a manpower educational forecasting algorithms are outlined. Four specific case studies are considered as illustrations of modeling applications.

64. Howe, Janet Colee. Management by Objectives Bibliography, OIR, 111 Student Services Bldg., University of Tennessee, Knoxville, TN 37916, September 24, 1973, no cost.

The report contains an exhaustive list of readings that are either directly or indirectly related to Management by Objectives. Books, articles, films, and tapes are included.

65. Lucas, John A. Evaluation of the MBO Systems at Harper College, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, June 27, 1973, 35 p., no cost.

A survey was made of 33 administrators who have been involved with Management by Objective at Harper College for the last three years. The survey form summarizes the literature as to the most critical factors which control the success or failure of MBO in any organization.

66. Smith, A.W. Organization of Continuing Education Centers, Institutional Research, 315 Burruss, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061, June 21, 1973, 3 p., no cost.

Administrators of several large universities were queried as to the organizational structure and food service arrangements of the continuing education centers or equivalents at their institutions. Several patterns emerged with the 'typical' organization having the food service manager in the same chain of command as the director of the center.

See also: 73, 74

ACADEMIC GOVERNANCE

67. Mclaughlin, Gerald W., James R. Montgomery, and Leslie F. Malpass. Selected Characteristics, Roles, Goals and Satisfactions of Department Chairmen in State and Land-Grant Universities, Institutional Research, 315 Burruss, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061, November 1973, 20 p., $2.50.

    This report suggests that the department chairmanship be viewed from two perspectives: the roles required for the position and the development of individuals for these roles. The concept of development is offered as means to reduce role conflicts and to improve the management of departments.

68. Munson, Ann. Released Time for Faculty, Office of Institutional Research and Analysis, Montgomery Community College, March 1973, 50 p., $5.00.

    Practices and procedures of assigning and computing released time for faculty in the sixteen community colleges in Maryland and two nearby colleges are compared. Appendix contains policy statements from a number of the colleges.

PLANNING

69. La Conference des Recteurs et des Principaux des Universites du Quebec. Prospectives in Higher Education, La Conference des Recteurs et des Principaux des Universites du Quebec, a/s Director, 6600 Cote des Neiges, suite 300, Montreal 249, Quebec, May 1973, 122 p., $7.00.

    Analysis of current planning assumptions and methods, description of political and social context for higher education in Quebec. Synthesis of available technology with new, explicit assumptions proposed. Education planning has far more sensitively with interaction of the university with society: more services required, more political sophistication required of universities if they are to remain autonomous. Planning has to evolve into a process of comprehensive design.

70. La Conference des Recteurs et des Principaux des Universites du Quebec. Year-Round Operation of the University-An Analysis of its Rationale-A Description of a Recent Study, and a Proposal for Synthesis, La Conference des Recteurs et des Principaux des Universites du Quebec, November 1972, 51 p., $3.00.

    This is a study comprised of three parts: 1) A summary and an analysis of arguments pro and contra year-round operation. 2) A comparative analysis of 8 experiences of year-round operation. 3) A study proposal which would investigate the design of an organism requiring year-round operation.

71. Eisen, Sylvia, and Ralph A. Leal. An Estimate of the Number of Native High School Graduates (Class of 1973), Enrolling in Two and Four-Year Colleges, in Nassau and Suffolk in the Fall of 1973, Office of Institutional Research, C. W. Post Center of Long Island University, P. O. Greenvale, N.Y. 11548, February 1973, 42 p., no cost.

72. Finch, Harold L. and Elaine L. Tatham. Demographic Planning Workshop, Institute for Community College Development, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, October 1973. 200 p., Free on limited basis.

    In March 1972, Johnson County Community College initiated the development of a computerized demographic planning tool. Terminology and data analysis techniques are presented by using a fictitious count. Data are presented for five different sub-areas within the county. Samples of applications are included in appendices.

73. Gross, Francis M. and Mary P. Richards. A Proposed Faculty-Staff Data Base for the University of Tennessee, Office of Institutional Research, 111 Student Services Bldg. University of Tennessee, Knoxville, TN 37916, May 24, 1973, 281 p., $10.00.

    This report presents the recommendations of a special Faculty-Staff Data Base Committee concerning the implementation of a university wide faculty-staff data base for UT. It also includes the proposed; 1) data element dictionary, 2) data element codes, 3) data element collection formats, 4) employee information-status change form and 5)data element field length, repeating levels, and repeating factors.

74. Gross, Francis M. and Mary P. Richards. A Proposed Student Data Base for the University of Tennessee, Office of Institutional Research, 111 Student Services Bldg., University of Tennessee, Knoxville, TN 37916, April 1973, 196 p., $10.00.

    This report presents the recommendations made by a Student Data Base Committee concerning the implementation of a University-Wide Student Data Base for the University of Tennessee. It also includes the proposed: 1) Student data element dictionary, 2) data element codes, 3) data element collection formats, 4) data element field lengths, and 5) data element record formats.

75. Louisiana Coordinating Council for Higher Education. Master Plan Supplement, Louisiana Coordinating Council for Higher Education, 1972, 216 p.

Volume of 12 studies conducted for background in development of Louisiana Master Plan. Subjects include enrollment and admissions policy, ACT profiles; projections of manpower, property tax base, long-range revenue, long-range expenditures, potential revenue expenditure imbalances; tallies on fiscal capacity and effort.

76. Lucas, John A. Harper College "Long-Range Plan". Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, November 9, 1972, $5.00.

A ten year plan for Harper College that involved administrators, faculty, staff, students, and citizens of the community. This plan includes institutional priorities, program planning, financial and facility planning and enrollment.

77. Office of Institutional Research. Summary of Early Retirement Studies -- ORI-28 Office of Institutional Research, McMaster University, Hamilton, Ontario Canada, L8S 4L8, November 1973, 24 p., $1.25.

This report highlights the assumptions inherent in several OIR studies which analysed the ramifications of various early retirement alternatives which affect faculty flows, university expenditures, and faculty benefits. It also points out the resulting implications for university staffing and finance.

78. Office of Program Planning and Analysis. Grant Proposal for Developing a Curriculum Management System, Office of Institutional Research and Planning, Third Floor, New College, University of Georgia, Athens, GA 30602, July 1973, 68 p., no cost.

The University of Georgia for the past three years has been developing a Planning, Programming and Budgeting System under the auspices of a Ford Foundation Grant. While proceeding with the detailed implementation of this system, the University proposes to undertake the developments of the earlier project. Specifically, the development of a Course Contribution.

Matrix and a Unit Costing Methodology as a part of the Planning, Programming and Budgeting System has opened the door for the development of software which will identify "Standard Curriculum" (STACUM) and "Input Standard Cost" (INSTAC). These proposed developments combined with unique information compilation and presentation including course inventory and course objectives will provide a highly useful informational input to curriculum evaluation and management. Documentation will provide not only a viable system for other institutions, but will illustrate the maturation of an information system toward a decision-making system.

79. Office of Program Planning and Analysis--University of Georgia. Instructional Program Definition Subsystem, Course Contribution Matrix--System Documentation Office of Institutional Research and Planning, Third Floor, New College, The University of Georgia, Athens, GA 30602, September 1973, 83 p., no cost.

The System Documentation of the Course Contribution Matrix software consists of two data base generation programs which can also provide the input for the RRPM developed by NCHEM at WICHE. The initial matrix, the Actual Work Load Matrix (AWLM) is generated. Additional programs generate course enrollment by degree-major and student credit hour (SCH) contribution by degree-major. The uniqueness of the CCM over the Induced Workload Matrix of NCHEMS is that the CCM retains the identity of individual courses for analysis purposes.

80. Office of Program Planning and Analysis, University of Georgia. Third Annual and Final Report, University of Georgia-Ford Foundation PPBS Project, Athens, GA 30602, October 1973, 46 p., no cost.

To communicate the philosophy underlying the Program, Planning and Budgeting System for Higher Education at the University of Georgia, and the status of its development, this document relates the system to the basic input files necessary and the processes inherent in the systems flow. The software developed, funded in part by the Ford Foundation, will store the information necessary for an Institutional Program Production Report, The Instructional Program Budget and the generation of Unit Cost Reports and an Instructional Program Planning Document. Schematics provide descriptions of the intricate achievements of the Office of Program Planning and Analysis, and delineate areas for further studies stemming from systems already implemented. A partial list of publications from the Office of Program Planning and Analysis is included.

81. Sterns, A. A. and Fred H. Wise. The Concept and Implementation of the University of Georgia Course Contribution Matrix, Office of Institutional Research and Planning, Third Floor, New College, the University of Georgia, Athens, GA 30602, September 1973, 22 p., no cost.

The Course Contribution Matrix is one of the analytical tools designed as part of the Instructional Program Definition Subsystem of the Planning Programming and Budgeting System at the University of Georgia to provide relevant information to managers and planners. Accepting existing organizational units, the CCM is a set of computer programs designed to accurately define the program element (course) content and output (SCH Production) of instructional programs (degree-majors) necessary for the proper allocation of direct costs and generation of information for decision-makers. The CCM data base can be used as the source of input to the Resource Requirements Prediction Model developed by the National Center for Higher Education Management Systems at WICHE. The Course Contribution Matrix differs from the Induced Workload Matrix in that the CCM preserves individual course identity for analytical purposes.

It is believed that this subsystem will have utility for other institutions of higher education for the analysis of instructional programs and the generation of management information.

82. Stewart, Michael O. Institutional Program, Office of Institutional Research, Fort Hays Kansas State College, Hays, KS 67601, April 1973, 90 p., $3.50.

The institutional program represents the goal and objectives for Fort Hays Kansas State College during the rest of the decade. Input was requested from the faculty who were asked to "realistically dream" about the modification of existing programs and services currently offered by the college. The institutional program is organized into the seven PCS categories developed by NCHEMS. Approximately one half of the document consists of supporting documents which will assist in ascertaining what fiscal and physical resources will be needed to implement the goals and objectives.

83. Stewart, Michael O. Long Range Planning Report, Office of Institutional Research, Fort Hays Kansas State College, Hays KS 67601, Fall 1973, 10 p., no cost.

The long range planning process for the Kansas Regent Institutions was undertaken in several phases under the direction of consultants. As part of Phase II each institution prepared an institutional program. It was the beginning phase of the planning process which will ultimately lead to strategies for allocating physical and fiscal resources (the campus programs). This process required the analysis and evaluation of past, current, and anticipated future patterns involving Fort Hays State's academic community (students, faculty and staff), programs, and activities.

84. Tallman, B.M. and R.D. Newton. A Student Flow Model for Projection of Enrolment in a Multi-Campus Institution, Office of Budget and Planning, The Pennsylvania State University, University Park, PA 16801, July 24, 1973, 110 p., no cost.

This report is concerned with the development of a model for projecting the enrollments of a multi-campus institution of higher education. Markovian in concept, the model is based upon the premise that at a point in time a given group of students, possessing a set of institutionally-assigned characteristics distinguishing them as unique from all others, has an associated set of probabilities, which describe their distribution at the next point in time among similar sets of unique categorizations. When suitably classified enrollments at one point in time are provided as input to such a model and multiplied by appropriate sets of probability distributions, the output constitutes a projection of enrollments at the next point in time.

85. Tully, G. Emerson. Higher Educational Needs of the Lower West Coast (Florida) State University System of Florida, 209 Collins Bldg., Tallahassee, FL 32304, 1973, 131 p., limited supply at no cost.

A Study of the higher Educational Needs of a nine county area on the lower west coast of Florida. Expansion of the State University System through the establishing of off-campus instructional centers in the nine county area was recommended.

86. Williamson, William J. Thesis Project (M. Sc.) University Transportation Prediction Model, Office of Institutional Research and Planning, University of Alberta, Edmonton, Alberta, Canada, September 1973, 41/42 p., $1.50.

An examination of the probable transportation requirements of the University of Alberta in the future. The transportation prediction was made possible by development of the transportation determinants of travel times on relevant modes, bus service and campus parking based on transportation studies of students and staff between 1965-1966 and 1970-1971. Possible university size by 1981-1982 was researched to provide a reasonable basis for prediction work.

Two Institutional Research and Planning Reports were made from the thesis entitled: The University of Alberta Transportation to 1981-1982; Report I, Methodology and Report II, Study Findings.

See also: 1, 2, 11, 19, 22, 40, 48, 49, 54, 62, 63, 87, 94, 95, 113, 137, 145, 147, 150

BUDGETING

87. Lyman, Glenny A. and James R. Kidder. State Tax Support of Higher Education: Revenue Appropriation, Trends and Patterns 1963-1973, Center for Research and Development in Higher Education, University of California, 2150 Shattuck Avenue, 5th Floor, Berkeley, CA 94704, December 1973, 77 p., $2.00.

A state, regional and national description and analysis of changes in appropriations from state general revenues as well as changes in enrolments. The description and analysis is not only presented geographically, but includes a breakdown by institutional types within their appropriate sector (public or private).

88. Gross, Francis M. A Comparative Analysis of the Existing Budget Formulas Used for Justifying Budget Requests on Allocating Funds for Operating Expenses of State-Supported Colleges and Universities (A Dissertation Summary) ORI, 111 Student Services Bldg., University of Tennessee, Knoxville, TN 37916, December 1973, 114 p., no cost.

This is a summary of a comprehensive study which; 1) identifies the existing budget formulas currently in use, 2) provides a comparison of each formula in respect to the functional budget areas (instructional and departmental research, etc.,) recognized, the basic (variable) and formula (fixed) used, the methods of computation and the extent of differentiation among academic areas, level of instruction and institutions, and 3) determines which formulas met general standards of acceptability through an assessment using performance criteria rented in accordance with ratings made by a nationwide review panel. Report includes conclusions and recommendations regarding the formula funding of higher education and the development of viable budget formulas.

89. Reeling, Glenn E. and Harry S. Lejda. Analysis of Faculty Salaries as an Instructional Cost Factor, Office of Research, Jersey City State College, 2039 Kennedy Blvd., Jersey City, NJ 07305, February 1972, 51 p., no listed.

The study analyzes the preliminary cost factor of instruction by examining faculty salaries and class size. Comparisons of cost are made in terms of class size, professorial rank, academic department, and course level.

90. Watkins, Robert E., Harold L. Finch and Elaine L. Tatham. 1973-74 Institutional Competitiveness Study, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66201, January 1974, 4 p., no cost.

The study utilizes a procedure for comparing unscheduled instructional salaries with equivalent earnings on a locally, regionally, and nationally scheduled basis. Schedules are constructed from data supplied by representative institutions within each group. Documentation of the procedure is included in the report.

91. Wener, D. The University of Alberta Cost Study 1971-72, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton Alberta, Canada, August 1973, 28 p., $1.50.

Allocation of all operating costs to Programs of Study resulting in per costs; shows comparable data for previous three years.

See also: 42, 77, 78, 80, 113, 147

INNOVATIVE ACTIVITIES

92. Otto, David and Peter Horowitz. The Teaching Effectiveness of an Alternative Teaching Facility, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1973, 17 p., $1.50.

Many new learning environments have been created, but few tested. An experimental classroom was compared to a conventional one to see which fostered more learning. Two sections of one English course taught by Horowitz, had identical term papers and the final examination graded by a English GTA who did not know of the experiment. No significant differences were found in grades earned by the students in these two groups. Horowitz reported, however, that participation, disagreement with the instructor, and openness to criticism by peers was more in evidence in the experimental class than the controlled one.

93. Schultze, Walter L. The 3-1-3 Experiment, Office of Institutional Studies, Suny-Fredonia, Fredonia, NY 14063, August 1973, 26 p., not listed.

First annual report of a time-shortened degree program keyed upon a simultaneous senior high school-college freshman year up to college credit toward H.S. Diploma and up to 12 hours selected H.S. Course credit toward college degree without AP or serial examinations.

94. Tatham, Elaine L., and Harold L. Finch. Sample Study for Church Planners, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, November 1972, 4 p., no cost.

Churches need projections of the number of families to be served in future years. Their age distribution also provides useful information for planning future needs of members. Using population projections by age and sex for subareas served by a specific church, their church membership was projected by five year increments through the year 2,000.

95. Tatham, Elaine L., and Harold L. Finch. Sample Study for Hospital Planners, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, April 1973, 4 p., no cost.

Hospitals planning expansions are concerned with building facilities which will be fully utilized. The age distribution of the area served by the hospital is related to the type of services needed. For a hospital concerned with future pediatric needs in a specified geographic area, projections of births and children through age 13 were developed through the year 1990. These data were utilized by a hospital that was considering a move to a new site.

96. Wartgow, Jerome F. Survey of Student Characteristics, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, September 1973, 6 p., $1.00.

Governors State University is mandated to serve the needs of the 'non-traditional student.' A number of innovative practices--curricular, administrative and operational--exist to better serve the educational needs of these students. This study examined student demographic characteristics and their motivations for attending Governors State University.

See also: 40, 41, 48, 49, 53, 62, 72, 166, 173

THE STUDENTS

97. Beckom, Bobby N. and Robert M. Ussery. A Preliminary Report on a Study of Transfer Students at East Carolina University, Office of Institutional Research, East Carolina University, P. O. Box 2721, Greenville, NC 27834 August 1972, 8 p., no cost.

This study was designed to measure the academic success of students who transfer to and from the various institutions of higher education in North Carolina. The long range purpose of the study is to evaluate academic performance, attrition rates, and progress toward degree completion of the various transfer groups. These groups include students transferring to or from community colleges, junior colleges, and public and private four-year institutions. Counselors would find such information useful as would admissions officers and counselors at institutions which regularly receive large numbers of transfer students.

98. Blai, Boris Jr. Changing Characteristics of College Freshmen Women-RM, Director of Research, Harcum Junior College, Morris and Montgomery St., Bryn Mawr, PA 19010, March, 1973, 3 p., $1.00.

Changes that have occurred since 1965 in the educational preferences, attitudes, toward academic arrangements and procedures, career outlooks and role perceptions of women freshmen (approximately 2500 surveyed annually) entering eight liberal arts colleges, are the subject of this memorandum.

99. Blai, Boris Jr. College Student Attitudes-Harcum and Others RM, July 1973, 3 p., $1.00.

Several studies by Dr. Barry Morstain of University of Delaware have revealed that attitudes of college students tend to cluster around two types of educational values. 1) Preparatory and 2) Exploratory; the former referring to the acquisition of useful knowledge, skills, vocations, and social roles, the latter dealing with opportunities afforded for exploring one's own interests, ideas and personal identity. Results of an exploratory study are discussed. The Student Orientation Survey instrument is now available to those engaged in research as an aid in determining the characteristics of student bodies.

100. Blai, Boris Jr. Harcum Students Evaluate Their College IRR 73-13, 1973, 22 p., $2.00.

A customers accounting of services rendered may sound shocking to some but, surely, we do ourselves a grave injustice if we lose sight of, or denigrate, this essential and primary dimension of educational accountability which Harcum periodically assess by inviting students to express themselves, anonymously, regarding various aspects and dimensions of the Harcum scene.

101. Blai, Boris Jr. Values and Perceptions of Public and Private Junior College Students IRR 73-14, 1973, 6 p., $1.00.

Using a questionnaire that drew items from Milton Rokeach's Value Survey Instrument, some 427 Harcum students (a private, independent two-year college for women) and 1545 students enrolled at three California community colleges revealed value-ranking patterns in this parallel-perceptions survey: striking similarities are noted.

102. Blai, Boris Jr. What Concerns Harcum Students 73-15, 1973, 3 p., $1.00.

What matters concern Harcum students that they are willing to (and able to) discuss with Harcum faculty, staff, and residence counselors? The five principal categories have been: academic progress; personal-social adjustments; financial aid; health problems; and vocational decisions. From 1969 to 1973 academic concerns rose from 54% to 84% of counseling interviews logged, and person concerns dropped from 46% to 16%.

103. Blai, Boris Jr. What Makes A Good Junior College Teacher? IRR 73-32, 1973, 5 p., $1.00.

A parallel-perceptions survey of 411 Harcum Junior College women students and 340 Illinois State University and 87 women at Denison University. This survey utilized, with kind permission of the authors, Dean and Valdes; (as discussed in Experiments in Sociology), a 14-item forced-choice questionnaire. In terms of preference strengths, between 55% and 85% of these 838 students shared identical preferences in 13 of the 14 items. Rankings of most-valued and least-valued attributes are analyzed.

104. [illegible], Boris Jr. Why Resident Students Attend Harcum IRR 73-11, 1973, 3 p., $1.00.

The views of a random sample of 100 Harcum resident graduates (a 30% sample) of 1972 and 1971 revealed that at least a majority offered the following reasons: 50%-location of school; 65%-desire to live away from home; 70% program offered.

105. Bordeleau Jacques et Guy Gelineau. Study on Withdrawls from Quebec Universities during the Summer of 1971, Les Presses de l'Universite de Montreal, 1974, 20 p., $8.50.

This survey has three objectives; 1) to measure the number of drop-outs in the Quebec Universities, 2) determine their characteristics and, 3) to analyse the reason for their withdrawal. (published in french).

106. Clements William H. Cannons to Sheepskin: Characteristics of War Veteran Students, Office of Institutional Research-University of Wisconsin, Stevens Point, WI 54481, August 1973, 47 p., no cost listed.

Characteristics of nearly 700 war veteran students enrolled in the fall of 1973 were identified and interrelated. These characteristics included age, class, high school rank, geographic origins, and teaching intent. Some of the needs of war veteran students were identified.

107. Clements, William H. The Earmarks of College Success: A Casual Comparative Study, Office of Institutional Research, University of Wisconsin, Stevens Point, June 1973, 69 p., no cost listed.

Academic status and grade point ratio were used as measures of success for all undergraduate students in three successive semesters at UW-SP. Success predictors included OPI subscores, high school class size, sex, age, housing, and major.

The measures are used to provide a profile of the successful student.

108. Clements, William H. Evaluation of the Freshman Hours Program at UW-SP, Office of Institutional Research and Studies, UW-Stevens Point, May 1973, Stevens Point, WI 54481, May 1973, 51 p., no cost listed.

This confidential report to the Chancellor examines the reactions of students, faculty, and residence hall directors to a provision that freshman on probation be required to observe certain hours, when none were required of other students. Subsequent two year academic records of matched groups were analyzed for comparison.

109. Coles, William H. and Jane Faulman. Senior Survey: 1972-73, 1974, 62 p., no cost listed.

Questionnaire administered to samples of SUNY/B Seniors expecting to graduate in 1972 (N=240) and 1973 (N=209). Questions covered: Outcomes and Experiences of college attendance; problems encountered, perceptions of SUNY/B Faculty and courses; educational, curricular, and career plans; the ideal university, expectations and preferences about future activities and life styles.

110. Curry, Philip L., David S.P. Hopkins and Sally Main. Freshman Admissions and Financial Aid at Stanford, 1972-73, Academic Planning Office, Bldg. T, Stanford, CA 94305, July 1973, 69 p., $2.50.

Data gathered in the course of the admissions and financial aid awarding processes at Stanford are used to explore factors affecting the application, admission, and enrollment decisions which jointly determined the constitution of the 1972-73 freshman class. Variables related to these three levels of decision-making include sex, ethnic origin, previous family economic background, and amount and type of aid offered, among others. An adjunct survey of admitted applicants who chose to attend other than Stanford is used to clarify further the correlates of the enrollment decision.

111. Faber, Joan F. Career Patterns 1972-1973, ERIC no. ED 082-748, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, September 1973, 48 p., $4.00.

Career Patterns, a descriptive analysis of career education at Montgomery Community College for the academic year 1972-1973, is the fourth in a series of reports prepared by Joan Faber. The report describes the 3342 students enrolled in Montgomery's 23 career-oriented curriculums approved by the Maryland Division of Vocational-Technical Education.

112. Fink, Ruthena S. The Macalester Class of 1973: Concerns About the Future, Office of Research & Planning, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105, June 1973, 9 p., no cost.

In the spring of 1973 the Macalester College seniors were sent a questionnaire asking them to assess their college experiences and their plans for the future. Among the questions included in the instrument was an open ended item asking them: What are the most important concerns that you see yourself having to face in the next few years? Three hundred and seventy-three seniors received questionnaires; 242 (65%) returned completed instruments to the Office of Educational Research and of these, 212 seniors stated at least one concern. Analysis of the concerns indicated that they fell primarily into the areas of: Job and Career, Understanding Oneself, Interpersonal Relationships, and Life Style.

113. Froehlich, G.J. Enrollment in Institutions of Higher Learning in Illinois: 1973, University Bureau of Institutional Research, 409 East Chalmers Street, Room 240, Champaign, IL 61820, November 1973, 170 p., no cost listed.

This survey provides fall term enrollment data for the 136 different institutions of higher learning in Illinois. Twenty-seven year enrolment trends are also shown. Besides presenting the data for each individual institution, the data are summarized for the State of Illinois as a whole, for all public institutions combined, for public senior institutions, for public junior colleges, for private universities, for private colleges and for proprietary schools. Summary data for each standard metropolitan statistical area, and for other geographic regions of Illinois are also given.

114. Harshman, C.L. and Meehan, Carol S. An Analysis of American College Testing Program Class Profile Reports for Saint Louis University (1970-73), Trends and Implications, Saint Louis University, 221 No. Grand Blvd., St. Louis, MO 63103, April 1973, 48 p., Loan or $2.00.

The data from the American College Testing Program for students who apply to Saint Louis University are analyzed. Since data are provided for both applicants who enroll and who do not enroll, it is possible to determine what kinds of students enroll, whether there appear to be changes over time, and if there are differences between those who enroll and those who go elsewhere. Also, the national norms for Type 4 Private Colleges are utilized. These data are useful in comparing freshmen at SLU with those in Universities across the country.

115. Jones, Hilda and Donald Shirey. The Effects of Pre-College Counseling on the Educational and Career Aspirations of Blacks and Women Enrolled at the University of Pittsburgh, Office of Institutional Research and Planning Studies, 3601 C.L., University of Pittsburgh, PA 15260, May 31, 1973, 66 p., no cost.

Data about the effects of pre-college counseling on the career aspirations of minority groups and women were gathered through a survey in early 1973. Questions focused upon the pre-college counseling of the respondents, if it was available in their schools, with respect to both quality and quantity of the counseling (or lack of it) and its impact on their career choices. It was found that career choices were dominated by personal values and interests, and to a lesser extent by socioeconomic status, parental encouragement and parental aspirations. The data also indicated that the impact of high school guidance counselors was negligible. The study explored a number of latent factors which have been suggested as plausible explanations as to why minority groups have to be actively recruited by many graduate and professional schools and why many well-qualified women do not apply for admission to certain professions dominated by males.

116. Larson, Suzanne W. A Study of the Academic Achievement of Athletes at The University of Tennessee, OIR, 111 Student Services Bldg., University of Tennessee, Knoxville, TN 37916, September 21, 1973, 9 p., no cost.

A study comparing the academic achievement of athletes, identified as members of intercollegiate teams, with that of male students not engaged in intercollegiate sports. An analysis of persistence to graduation was also undertaken for similar groups of freshman athletes and samples of freshman male students for the same years.

117. Lastilla, Anne. Credit Transfer Policies at Louisiana Colleges & Universities, Louisiana Coordinating Council for Higher Education, July 1973, 30 p., no cost listed.

Report of the results of investigation into the following areas: Number of students who transfer into Louisiana colleges and universities; patterns of migration shown in student transfer into Louisiana colleges and universities; patterns of migration shown in student transfer, policies governing the acceptance of given types of transfer credits, including those earned through non-traditional means. Methods by which policies relevant to credit transfer are formulated and applied.

118. Lavin, David E. and Barbara Jacobson. Open Admissions at the City University of New York: A Description of Academic Outcomes After Three Semesters, Office of Program and Policy Research, City University of New York - 535 East 80 Street, NY 10021, April 1973, 129 p., no cost.

First in a series of reports on Open Admissions at City University of New York. This descriptive, interim report focuses on academic outcomes for the Fall 1970, freshman class for three semesters, the Fall 1971 freshman class for one semester at 18 individual CUNY colleges. The focus of the overall study is longitudinal; the first three classes will be followed as they move through college.

119. Leal, Ralph A. Why They Didn't Come to Post: A Study of Non-Matriculants in Office of Institutional Research, C.W. Post Center of Long Island University, P. O. Box Greenvale, NY 11548, May 1973, 15 p., no cost.

120. Litwin, J. M. and Kenneth W. Coull. Preliminary Report on Undergraduate Student Flow Patterns, Office of Institutional Research and Planning, University of Alberta, Edmonton, Alberta, Canada, October 1973, 9 p., $1.50.

This report is an attempt to map the patterns of student flow through the University of Alberta undergraduate programs. It contains summarized rates of attrition, admission, and retention for the first two years of study in some of the larger, non-professional faculties for the years 1967-68 to 1972-73.

121. Lucas, John A. Evaluation of Graduation Exercises by Student Eligible to Graduate in June or August 1973, Office of Institutional Research, William Rainey Harper College, Palatine IL 60067, June 20, 1973, 9 p., no cost.

Students eligible to graduate in the spring or summer of 1973 were interviewed by phone to determine their reasons for participation or non-participation in graduation.

122. Lucas, John A. Longitudinal Study of Performance of Students Entering Harper College Years 1967-1971, Office of Planning and Research, William Rainey Harper College, Palatine IL 60067, February 28, 1973, 3 p., no cost.

This longitudinal study determines the probability of how full and part time students performed at Harper during the fall semester of 1967 thru 1972.

123. Mehra, N. Student Alienation: Meaning, Origins and Forms, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Canada, June, 1973, 30 p., $1.50.

This article is a discussion on the nature and characteristics of contemporary student alienation. Two major forms of student alienation are identified; 'passive retreatist' and 'active political.' Chief characteristics of these two forms of alienation are discussed and compared. New hypotheses are presented and a model is suggested for testing and verifying these hypotheses.

124. Mehra, N. Socio-Psychological Correlates of Non-Medical Use of Drugs Among University Students, Office of Institutional Research and Planning, University of Alberta, Edmonton, Alberta, Canada, May 1973, 20 p., no cost.

The present article is written with three chief objectives in view; 1) to provide a general description of student involvement in drug usage, 2) to isolate factors significantly associated with drug-use and 3) to detect those which contribute maximally to it. Two questionnaires and a personality inventory were used in the collection of data which was obtained from stratified random sample of 282 respondents (17% of the resident population in Lister Hall Complex).

125. Mehra, N. Who Goes to College, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Canada, December 1972, 17 p., $1.50.

The contents of this paper are improved extracts from an earlier study by the author, "A Comparison of the Fall Semester Freshmen with the Spring Semester Freshmen." The paper examines and compares on a number of variables two groups of students, those who seek university registration in mid-year and those who register in the beginning of the academic year. The main conclusion that may be drawn from this study is that the Spring Semester students, although relatively lower on the high school grade point average tend to perform comparably in freshman courses.

126. Office of Institutional Research. Application and Enrollment Patterns of Transfer Students, Fall, 1971, State University of New York, Central Staff, Office of Institutional Research, 99 Washington Avenue, Albany, NY 12210, May 1973, 118 p., no cost.

This is the second annual study of transfer students enrolled in the fall semester at institutions under the program of the State University of New York. The report includes information on the higher education backgrounds and the class levels of transfer students admitted to a program.

127. Office of Institutional Research, Geographic Origins of First-Time Students Fall, 1971. State University of New York, Central Staff, Office of Institutional Research, 99 Washington Avenue, Albany NY 12210.

This report presents the results of the annual survey of geographic origins or permanent residence of all first-time credit course students attending the 72 institutions under the program of the State University of New York, during the 1971 fall terms.

128. Office of Institutional Research. Geographic Origins of Students, Fall, 1971 State University of New York, Central Staff, Office of Institutional Research, 99 Washington Avenue, Albany, NY 12210, March 1973, 265 p., no cost.

The tables of this report are formated to provide Geographic Origin information on numbers of graduate and undergraduate students both full-time and part-time. Tables for each of the institutions under the program of the State University of New York are provided which show the number of students at each college from each New York State County, other states, or foreign country. Summary and percentage trends tables are also included.

129. Office of Institutional Research. Minority Group Enrollment, Housing and Financial Aid Statistics, Fall 1969 - Fall 1971. State University of New York, Central Staff Office of Institutional Research, 99 Washington Avenue, Albany, NY 12210.

This report is a compilation of statistics collected over a three year period on minority group enrollment, housing and financial aid at the 72 institutions, under the program of the State University of New York.

130. Office of Institutional Research. Trends in Enrollment and Degrees Granted, 1948-1972, State University of New York, Central Staff, Office of Institutional Research, 99 Washington Avenue, Albany NY 12210, July 1973, 129 p., no cost.

This report is divided into two sections, head count enrollment and degrees granted. Tables are included for each of the 72 institutions under the program of the State University of New York.

131. Office of Institutional Analysis. Status of Baccalaureate Degree Recipients of 1964-1966, 1968, and 1972, Six Months After Graduation, Office of Institutional Analysis, 102 Levering Hall, University of Virginia, Charlottesville, VA 22903, June 1973, 57 p., no cost.

This study reports on the graduating classes of 1964-1966, 1968 and 1972 six months after graduation.

132. Preus, Paul K. Report of an Investigation of Students' Perceptions of the Process of Transferring to Memphis State University, Center for the Study Higher Education, Memphis State University, June 1973, 27 p., no cost.

Of 926 students transferred to Memphis State University in the fall 1972, 126 were interviewed to determine their experiences in and perceptions of various aspects of the transfer process; 1) Pre-transfer communications, 2) Mechanics of admissions and credit evaluation, 3) Their utilization of student services--orientation, advisement and registration, financial aid, job placement, student activities and organizations, etc. 4) Comments, positive and negative.

133. Rott, Marilyn A.H. The University Experience, The Fourth Year, Part I, Student Testing and Research, 316 Harriman Library, SUNY/B, Buffalo, NY 14214, January, 1974, 142 p., no cost for single copies.

This is the fifth in a series of reports of interviews conducted as part of a ten year longitudinal study of 100 students randomly selected from the 1966 incoming freshman class. Part I of the report of the fourth year of the project presents those data which are most closely associated with the students' academic experiences--perceptions of the function of the university, various dimensions of academic life, and the most valued, most meaningful and most satisfying experiences of the previous four years.

134. Stewart, Michael O. and Kathleen M. Hannafin. Stabilization of Freshman Enrollment by Analysis of College Choice Factors and College Service, Office of Institutional Research, Fort Hays Kansas State College, Hays, KS 67601, January 1974, 20 p., no cost.

A 20% random sample of first-time enrolled freshmen students at Fort Hays Kansas State College were requested to respond to a three-part questionnaire. Fifty-six items were evaluated regarding the efficiency and influence of the institution's services available to incoming students. In particular, pre-admission contacts with the following offices: admissions, registrar, field services, financial aid, and housing were rated on the basis of quality of information and assistance received by incoming students. Respondents rated whether information and impressions gained from pre-admission contacts with these offices influenced their decision to choose Fort Hays Kansas State College over other institutions of higher education. Respondents were also requested to respond to major factors related to college choice, the effectiveness of the College's recruitment programs, the influence of prior visits to the campus, and current feelings about Fort Hays Kansas State College.

135. Tatham, Elaine L., Harold L. Finch and Marilyn Mukerjee. Follow-up Studies of JCCC Students, 1972-73. Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, August 1973, 200p., no cost.

The overall study consisted of five components: 1) Student Attitude and Value Study, 2) The General Class Profile, 3) The Career Student Follow-up, 4) Student Alienation Study and 5) Project 'Quick Step' Enrollment Study. Students surveyed were at JCC during the fall semester of 1969 and 1971. Students surveyed in the Quick Step Study were high school seniors simultaneously enrolled at JCC during the spring semester of 1973.

136. Taylor, Alton L. Migration and Post-Graduation Activities of Bachelor Degree Recipients, University of Virginia, Charlottesville, VA 22903, July 1973, 27 p., no cost.

The purpose of this study was to describe the migration patterns (into and out of Virginia) and post-graduation activites (graduate study, employment and income) of Virginia students as compared with non-Virginia students.

137. Taylor, Alton L. and Margaret P. Mandrillo. A Survey and Analysis of Bachelor Degree Recipients from the School of Nursing of the University of Virginia, Dean's Office, School of Nursing of the University of Virginia, Charlottesville, VA 22903, September 1973, 55 p., no cost.

Because of changes in the nursing curriculum, a follow-up study was conducted of the 1969-1972 nursing graduates as a means for evaluation of the nursing program.

138. Trentham, Landa L. and Richard C. Pugh. Consistency of Achievement Behavior within and Across Campuses of Indiana University, Office of Institutional Research, Indiana University, Bryan Hall 305, Bloomington, IN 47401, December 1972, 13 p., no cost.

Comparative performance of regional campus transfers to and non-transfers on the Bloomington Campus of Indiana University using GPA's. Study assesses performance in terms of a multi-campus, multi-time situation.

139. Williams, Edwin S. and Elaine L. Tatham. Number of Johnson County High School Graduates Attending JCC 1972-73, Johnson County Community College, 111th and Quivera Road, Overland Park, KS 66210, August 1973, 6 p., no cost.

The impact of a community is illustrated via high school graduation information for students attending a county community college. For each high school in the county, the number and percentage of high school graduates attending JCCC are shown.

See also: 4, 8, 15, 18, 21, 22, 32, 33, 35, 39, 41, 54, 59, 60, 71, 75, 96, 149, 151, 152, 154, 156, 157, 158, 159, 160, 161, 162, 163, 165, 166, 167, 173, 175, 177, 178, 179, 180, 181, 184

THE FACULTY

140. Blai, Boris, Jr. Faculty Load Distribution - Spring 1973 IRR 73-8, Director of Research, Harcum Jr. College, Morris and Montgomery St., Bryn Mawr, PA 19010, 1973, 1 p., no cost.

A workload data analysis revealed that average student load per instructor among the six academic divisions was 96; average weekly contact hours was 17; average number of instructor preparation was 3; and average number of students per course (or section where multiples were involved) was 21.

141. Coolidge, Herbert E. and Alton L. Taylor. Considerations for Faculty Retirement Policies in a Steady-State Condition: A Report to the Provost, Office of Institutional Analysis, 102 Levering Hall, University of Virginia, Charlottesville, VA 22903, June 1973, 26 p., no cost.

The report consists of selected issues pertaining to faculty retirement policies and the findings of a survey of faculty retirement policies in AAU institutions.

142. Harshman, C.L. Carol S. Meehan, Amanda Luckett, and W.P. Dolan. A Report on Faculty Perceptions of Saint Louis University, Carl L. Harshman, Saint Louis University, 221 No. Grand Blvd., St. Louis, MO 63103, July 1973, 28 p., loan or $1.00.

During the Spring Semester, 1973, the Institutional Functioning Inventory was administered to the full-time faculty in the four undergraduate schools at Saint Louis University, as well as to samples of administrators and students. The goal in administering the IFI was to use an established national testing instrument to provide both a set of comparisons with other four-year institutions and a set of internal comparisons between schools, disciplines, and groups around what appeared to be rather important dimensions of the University's operations. Also data were needed concerning the way people felt about and perceived themselves in the University, for so often each individual and group tends to attribute to other attitudes that are not really held. Decisions are often mad on these assumptions. It was assumed that increased self-knowledge of the community and perceptions of others within it would aid Saint Louis University in its day-to-day functioning.

143. Hopkins, David S. P. An Early Retirement Program for the Stanford Faculty Report and Recommendations, Academic Planning Office, Stanford University, Stanford, CA 94305, July 1972, 65 p., $2.50.

This report describes the background of the incentive plan for faculty early retirement that was adopted by Stanford University during, 1972-73.

144. Malpass, Leslie F., James R. Montgomery, Barbara A. Price. Tenure Allocation, Institutional Research, 315 Burruss, Virginia Polytechnic Institute and State University, Blackburg, VA 24061, November 1972, 11 p., $1.00.

This paper proposes four alternative procedures for allocating tenure when the number of qualified faculty exceeds the number of available positions.

145. Mims, Sue R. Outcome of Appointments to Assistant Professor in Selected Academic Units, Office of Institutional Research, 6074 Administration Bldg. University of Michigan, Ann Arbor, MI 48104, November 1973, 6 p., no cost.

Historical data concerning new appointments to assistant professor and subsequent promotion or termination were reviewed for selected academic units in the University of Michigan. The purposes were to determine percentage of assistant professors who eventually achieve tenure and to determine the average length of time in rank before promotion. The study covered appointments and actions from 1962 to 1973.

146. Office of Institutional Analysis. Selected Characteristics of the Full-Time Faculty, University of Virginia, Fall 1972, Office of Institutional Analysis, 102 Levering Hall, University of Virginia, Charlottesville, VA 22903, June 1973, 10 p., no cost.

Selected characteristics of full-time faculty employed at the University of Virginia during the fall of 1972 are included in this report. The characteristics described included sex, age, institution from which highest degree was obtained, number of years since taking the highest degree, level of highest degree and years experience.

147. Wartgow, Jerome F. Professional Staff Activity Analysis, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, April 1973, 33 p., $1.00.

Provides a model 'staff effort report' form plus an analysis of professional activities at Governors State University over a session. Discussion of problem areas in studying professional activity with selected references on the development of faculty workload formulae. Extensive bibliography on faculty workload studies.

See also: 15, 32, 42, 68, 109, 133, 179

STUDENT DEVELOPMENT OUTCOMES

148. Beckom, Bobby Neal and Robert M. Ussery, A Report on Employment Status of Graduating Seniors at East Carolina, University: Spring 1972, Office of Institutional Research, East Carolina University, P. O. Box 2721, Greenville, NC 27834, August 1972, 11 p., no cost.

This study surveyed graduating seniors of East Carolina University relative to employment status immediately prior to graduation. The purpose of the study was to determine the number of graduating seniors who had accepted employment. Other variables investigated were as follows: 1) Students who had offers but were still seeking employment 2) Students seeking employment but having no job offers, and 3) Students not seeking employment due to further studies, military obligations, etc. These variables were categorized by discipline.

149. Blai, Boris Jr. Why Don't They Return? IRR 73-4, Director of Research, Harcum Junior College, Morris & Montgomery St., Bryn Mawr, PA 19010, 1973, 3 p., $1.00.

It is generally acknowledged that the student-holding power of a college is one of its most significant effectiveness indices. A survey among 40 invitees, who did not return for their second year revealed that 33% transferred to community colleges; 9% went to work and 8% transferred to nursing schools. An additional 17% did not respond to the inquiry.

150. Duff, Franklin L. A Follow-Up Survey of the 1972 Graduates of the University of Illinois, University Bureau of Institutional Research, University of Illinois, 240 Illini Tower, Champaign, IL 61820, October, 1973, 69 p., no cost.

A survey of the employment and educational activities of over 9,000 persons (5,624 responded) graduating in 1972 from three campuses of the University of Illinois. The results, reported by HEGIS major and degree level within campus and for the total University, cover the nature and extent of employment, rates of unemployment and under-employment, job and curriculum satisfaction, and the extent and nature of continued formal education.

151. Gell, Robert and David Bleil. A Follow-Up Study of Secretarial Students, ERIC no. ED 082-749, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, September 1973, 31 p., $3.00.

A follow-up study of former secretarial students at Montgomery Community College reveals that while one year certificate holders are likely to be employed as secretaries, there are opportunities outside the field available to two year degree holders. Typing speed was found to be related to earning power.

152. Gell, Robert and David Bleil, Where Have All the Freshman Gone, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, June 1973, 50 p., $5.00.

A follow-up of matriculated students who left Montgomery Community College prior to graduation - referred to a 'non-returning students'. The researchers found that the majority of the students who 'drop out' of the community college continue their education at four-year institutions. Others go to work.

153. Harshman, Carl L. Student Development Research: A Model and Methods of Assessing Needs, Processes, and Outputs, Carl L. Harshman, Saint Louis University, 221 North Grand Blvd., St. Louis, MO 63103, May 1973, 76 p. loan or $3.00.

This report is organized into 3 chapters; 1) contains a student development research model consisting of considerations for the kinds of development that occur, the variables which effect or interact to promote this development, and the points in time at which assessment takes place, 2) is a brief review of student development studies conducted at Saint Louis University, and 3) contains recommendations for future action.

154. Kelley, Diana L. and Elaine L. Tatham. 1973 Career Student Follow-Up Initial Placement, Johnson Community College, 111th and Quivera Road, Overland Park, KS 66210, January 1974, 14 p., no cost.

Graduates and non-graduates with marketable skills for the school year 1972-73 were interviewed by telephone. Each student had been enrolled in one of the following eight career programs: secretarial skills, marketing and management, law enforcement, nursing, electronics, drafting fashion merchandising, or data processing. Information obtained included current job status, salary and opinions of their preparation for employment in their career program area.

155. Leal, Ralph A. Advanced Study Opportunities for Recipients of the Associate Degree. Fall 1970 ASORAD Program: Analysis and Evaluation, OIR C.W. Post Center of Long Island University, October 1972, 20 p., no cost.

156. Lechowicz, Joseph S. Manpower Requirements Report: to 1980: Jobs for University of Georgia Graduates in Georgia and the Nation, Office of Institutional Research and Planning, Third Floor, New College, University of Georgia, Athens, GA 30602, January 1973, 85 p., no cost.

This preliminary model deals with manpower requirements to 1980 and jobs for University of Georgia graduates. Emphasis is placed on suggested methodology for dealing with a projected output of graduates in terms of speciality fields and the correlation of this projected output with projected manpower requirements in the related speciality fields. The requirements and outputs are listed for the University of Georgia each year both in Georgia and in the U.S. to 1980. A 29 item bibliography and appendices of related material are included.

157. Lucas, John A. Follow-Up Study of Academically Successful Short Term Students Who Left Harper College During 1972-73, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, June 7, 1973, 14 p., no cost.

Follow-up study to determine why 199 students, who were enrolled in the spring of 1973, failed to register in the fall of 1973. These students had accumulated 15 hours or less and had at least a C grade point average.

158. Lucas, John A. Follow-Up Study of 1970 Alumini, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, February 22, 1973, 29 p., no cost.

Follow-up study was made of 474 students who had accumulated 48 hours or more at Harper two and one-half years after they had departed. Survey covered present status, future plans and evaluation of Harper. A model is provided in addition to norm data for community colleges.

159. Lucas, John A. Follow-Up of 1972 Transfer Alumni, Office of Planning and Research, William Rainey Harper College, Palatine IL 60067, April 15, 1973, 47 p., no cost.

Follow-up study was made of 734 students who had completed 48 hours or more in a baccalaureate oriented curriculum. Survey covers present status, plans, and evaluation of Harper and an analysis of their activities, while at Harper. Model is provided to norm data for community colleges.

160. Lucas, John A. Follow-Up Study of 1972 Voc. Tech. Alumni, Office of Planning and Research, William Rainey Harper College, Palatine IL 60067, November 15, 1972, 45 p., no cost.

A follow-up study was made of 394 students who had accumulated 48 hours or more by the summer of 1972 and were enrolled in career oriented programs. Survey covered present status, future plans and evaluation of Harper. A model is provided in addition to norm data for community college.

161. Lucas, John A. and Mary Ann Mickina, Follow-Up of Secretarial Science Graduates, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067.

Follow-Up study of all former associate degree students in Secretarial Science. This study evaluates courses, faculty and counselors. Also gives information on present employment.

162. Lucas, John A. Follow-Up Study of Students Not Returning to Harper, Fall 1972-Spring 1973, Office of Planning and Research, William Rainey Harper College, Palatine, IL 60067, April 1, 1973, 21 p., no cost.

Follow-up study was made of 399 students who had not returned to Harper and who had accumulated 12 to 48 hours. Survey covers reasons for not returning, present status, future plans and evaluation of Harper. Report provides a model for follow-up studies and yields some norm data for community colleges.

163. Mehra, N. Student Attrition Rate at the University of Alberta: The Freshman Class of 1964, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1971-72, 25 p., $1.50.

This study traces the history of the 1964 freshman class through the year 1970. Students are classified into four major categories: Graduates (62.6¢), continuing (4.4%), and withdrawals (22.5%). Of the graduates 73% graduated as scheduled and most transfers and withdrawals occurred within the first two years. Correlates of graduating and withdrawing are itentified. High school grade-point average was found to be the 'best' predictor of graduating or failing, but no a significant one for voluntary withdrawal.

164. Morris, Dianna B. and Robert M. Ussery. A Report on a Survey of Teacher Education Graduates: Class of 1970, Office of Institutional Research, East Carolina University, P. O. Box 2721, Greenville, NC 27834, September 1973, 16 p., no cost.

This report surveyed all the teacher education majors who graduated from East Carolina University in the Class of 1970, two years after graduation. The questionnaire requested information on educational background, the relevance of the college experience to actual teaching experience, and self-rating on their traits and abilities as nrofessional teachers. This report was an attempt to evaluate teachers who had completed the teacher education program, as well as gain valuable 'feed back' in order to possibly improve the educational curricula for future teachers.

165. Office of Institutional Analysis. Status of Undergraduate Classes Entering in 1964, 1965, 1966, 1967 and 1968---Five Years After Entrance, Office of Institutional Analysis, 102 Levering Hall, University of Virginia, Charlottesville, VA 22903, November 1973, 10 p., no cost.

This report identifies the entering undergraduate classes from 1963 through 1968 in relation to the number who graduated within five years or less, and those who withdrew for specific reasons. Data are included for the College of Arts and Sciences, Engineering and Architecture.

166. Palola, Ernest G. and A. Paul Bradley Jr. 10/30: Case Studies of the First Empire State College Graduates, Office of Institutional Research and Evaluation, Empire State Colleg, Saratoga Springs NY 12901, April 1973, 59 p., no cost.

Examines the backgrounds, experiences and immediate outcomes for ten of the first thirty graduates of Empire State College, the nontraditional college without a campus of the State University of New York. The ten were selected because each tests the college in some important way. The study found that Empire had mixed success in serving these students.

167. Rossman, Jack E. Student Withdrawal From Macalester, Office of Research and Planning, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105, January 1974, 13 p., no cost.

Students who were not eligible to graduate from Macalester prior to the fall term of 1973 but had not paid deposits to return in the fall were sent a brief questionnaire in early May, 1973. Responses to the questionnaire indicated that approximately half of the student withdrawals were planning to transfer (about 60% of those transferring were headed toward public institutions) and about one-third were planning to work. Others hoped to travel or were uncertain of their fall, 1973 plans. The most frequently expressed reasons for withdrawal included financial concerns; criticism of or disappointment with the curriculum, lack of personal relations. Extent of concern in these areas differed between definite withdrawals (those who said they had no intention of returning to Macalester) and probable withdrawals (those who had requested leaves of absences.

168. Wartgow, Jerome F. Survey of Graduates, Coordinator of Research and Evaluation, Governors State University, Park Forest South, IL 60466, June 1973, 18 p., $1.00.

Intensive survey of 112 graduates of Governors State University to obtain information on their educational experiences and subsequent successes in graduate school or occupation. Students questioned closely about whether the experimental aspects of the University were successful in meeting their educational needs.

169. Zaharia, George N.S. Survey of Employment Opportunities for 1972 University Graduates, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Canada, July 1973, 66 p., $2.50.

Questionnaires were sent out to a random sample of the 1973 graduating class in order to ascertain the type of employment opportunities experienced by this group of graduates. Factors such as relevancy of education; job location, mobility, average grades, salaries, number of job offers, etc., were examined. Selected student comments which expressed problems encountered or concerns felt by these recent graduates, were included in the report.

See also: 18, 33, 109, 111, 118, 133, 135, 181, 184

MISCELLANEOUS

170. Blai, Boris, Jr. Career Planning for American Women - Article, Director of Research, Harcum Junior College, Morris and Montgomery St., Bryn Mawr, PA 19010, 1973, 4 p., $1.00.

How well an individual arrives at a career decision can mean the difference between job-fulfillment or a series of sour work experiences unnecessary job hunting; unemployment, choice of the right job, is largely a matter of matching personal talents and career goals, with those demanded (required) for the successful performance of a given set of job duties and responsibilities.

171. Blai, Boris, Jr. Merchandise Your Job Talents - Article, Director of Research, Harcum Junior College, Morris and Montgomery St., Bryn Mawr, PA 19010, 1973, 6 p., $1.00.

This booklet is a handy reference guide for students who wish to make more effective use of their job-seeking efforts. It contains helpful hints and advice on selected areas of job searching procedures. How to market (sell) knowledge, skills, and experience are the items included in this phamplet.

172. Blai, Boris, Jr. Most Effective Recruitment Methods IRR 73-31, Director of Research, Harcum Junior College, Morris and Montgomery St., Bryn Mawr, PA 19010, 1973, 2 p., no cost.

A randomly selected sample of 150 high school guidance counselors throughout the country were invited to select from a list of six techniques those three which, in their judgement, are the most effective methods for college freshmen recruitment. Direct, firsthand experience of a college (its campus and population) is in a class by itself-both in terms of 1st ranking and total 'votes' recorded. Various other 'visitation' and publications techniques are identified.

173. Bradley, Paul A. Jr. and Ernest G. Palola, Empire State College Student Library Use, Office of Research and Evaluation, Empire State College, Saratoga Springs, NY 12901, July 1973, 10 p., no cost.

Reports results of a survey conducted in spring, 1973 to determine how effective the students of Empire State College, the new non-traditional college, without a campus of the State University of New York-are in tapping the library resources of the State. The survey finds that students have been surprisingly successful although several problem areas are also identified.

174. Brown, Charles I. Inaugural Proceedings of the North Carolina Association for Institutional Research, Robert M. Ussery, Director of Institutional Research, East Carolina University, Box 2721, Greenville, NC 27834, May 1973, 40 p., no cost, limited supply.

North Carolina enjoys the distinction of being the first within years to form a state association for institutional research and these Proceedings may serve as a sort of handbook for persons interested in organizing a state association in various other necks of the woods. But inasmuch as there is no duller reading on earth than Proceedings, those who are willing to have a go at The Inaugural Proceedings of the North Carolina Association for Institutional Research (NCAIR) are in for a mild surprise. In the first instance only the most significant of the events that marked the launching of the NCAIR have been compressed into forty pages. In the second instance, if 40 pages seem too soporific, then one can get a pretty good idea of all that went and in just ten pages. The FOREWORD is a four page historical sketch of events that lead up to formation of NCAIR, while AN OVERVIEW of the entire proceedings are provided in the next six pages. However, for those who are interested in a more detailed account of this auspicious occasion, all of the NCAIR activities are reported in the remaining 30 p., as APPENDICES A-F, namely: Words of Salutation; the keynote address Institutional Research in the Seventies; "Some New Problems" by Cameron P. West; A Resolution to Organized; Constitution and By-Law; Officers of NCAIR: and a roster of NCAIR Inaugural Participants.

175. Dickinson, Carl. Student Course Withdrawal Survey, IER-187, Institutional Educational Research, 1400 Campus Parkway, PA-20, University of Washington, Seattle, WA 98195, October 4, 1973, 9 p., no cost.

A questionaire related to student course withdrawals was administered to 4,000 students dropping courses after the second week of Spring quarter, 1973. Questions investigated included students' reasons for withdrawal, when they became aware of the problem, when students stopped attending class, reason for original selection of class, numbers of credits carried and class standing. This report presents the results of the questionnaire. A supplement to this report is also available at a cost of $.50 per copy. It investigates more extensively the dynamics of the withdrawal process.

176. Fiedler, Judith and Anne Gibbons, Ombudsman's Office Evaluation, IER-184, Institutional Educational Research, 1400 NE Campus Parkway, PA-20, University of Washington, Seattle, WA 98195, October 23, 1973, 36 p., $1.50.

This report presents the results of an evaluative survey of attitudes towards the Ombudsman's Office at the University of Washington. A sample of 202 clients of the Office completed questionnaires on their satisfaction with their experiences and the effects of the work of the Ombudsman. In addition, 46 University Officials were interviewed in depth, with regard to their perceptions of the interaction of the Ombudsman with their specific offices or division.

177. Fiedler, Judith and Anne Gibbons, Student Evaluation of Change of Registration Procedures, Office of Institutional Educational Research, University of Washington, 1400 N.E. Campus Parkway, PA-20, Seattle, WA 98195, 1974, no cost.

A sample of students undergoing various required procedures for changing course registration at the start of a quarter were interviewed during the process. The 260 respondents reported on their experiences in the system causes of problems, and success of correction and change mechanisms.

178. Fiedler, Judith and Anne Gibbons. Student Union Patterns of Utilization, Office of Institutional Educational Research, University of Washington, Seattle, WA 98195, Summer 1974, no cost.

Approximately 800 users of the HUB Student Union were interviewed on their entrance to the building during a typical mid-quarter period. Questions were concerned with their intended use of facilities, frequency of use and typical expenditures and expected patronage of new facilities. The respondents included students, staff and faculty members, as well as non-University affiliated guests.

179. Fiedler, Judith and Anne Gibbons. Library Evaluation, Institutional Educational Research, 1400 NE Campus Parkway, PA-20, University of Washington, Seattle, WA 98195, March 19, 1974, 63 p., $1.50.

During Spring, 1973, a survey was conducted to determine the opinions of students, faculty and staff members concerning the operations and facilities of University of Washington Libraries. The results of this study present the respondents' experiences with the Library system, their satisfaction with its services, and their suggestions for its improvement.

180. Fiedler, Judith and Karen I. Malkoff. Students Attitudes on Health Insurance and Hall Health Center, Office of Institutional Educational Research, University of Washington, 1400 NE Campus Parkway #530, PA-20, Seattle, WA 98195, Summer 1974, no cost.

Questionnaires were sent to 1500 randomly selected students of the University of Washington. Questions asked for student's opinions about the University's health insurance program and about the University's Health Center facility.

181. Hodgson, Thomas F. and Carl M. Dickinson. Distribution of Total Credits Earned by Graduates, and a Profile of those Completing Fewer than 60 Upper Division Credits, Institutional Educational Research, 1400 NE Campus Parkway, Seattle, WA 98195, September 19, 1973, 10 p., no cost.

This report presents the results of an analysis of credits earned by 1972 Bachelor's Degree recipients. The analysis encompasses two major factors: upper division credits completed and total credits earned at the time of graduation. Other factors considered in the evaluation are College (within the University) and native vs. transfer entering status.

182. Hull, Frank W. IV and Allen H. Shapiro. The University Trustee in Law and Practice, Center for the Study of Higher Education, The University of Toledo, Toledo, OH 43606, June 1973, 44 p., $1.00.

This monograph deals with two main areas: 1) the legal model of a Public University Board of Trustees for the State of Ohio, 2) the historical evolution of the Public Board, the composition of the board in terms of present research data, the function of the trustees, and some observations. Comments by an Ohio State Senator and a Public University Trustee are included as well as a selected bibliography. The monograph was developed from all Interdisciplinary Seminar of the College of Law in cooperation with the Center for Higher Education at the University of Toledo.

183. Mitchell, Syrene D. and Staff. Southern University in New Orleans "Mini" Fact Book, 1959-1972, Office of Institutional Research, Southern University in New Orleans, LA 70126, June 1973, 66 p.

A fact book compiled at a predominately Black institution. It contains summary data on enrollment, financial aid, grades, staff, financing, physical facilities, etc.

184. Morishima, James K. and Carl M. Dickinson. An Analysis of Freshman Grading Patterns from 1960-1971, IER-183, Institutional Educational Research, 1400 NE Campus Parkway, PA-20, University of Washington, Seattle, WA 98195, January 15, 1973, 7 p., no cost.

Mean Freshman grades have risen about 25% over the period 1960-71. During the same period, the number of freshmen dismissed for scholastic reasons declined from 16% to 2%. Several possible factors affecting the change in grading practices are discussed in the report.

185. Smith, Glynton, Dorothy H. Jenkins and Theron Nelson. Georgia State University FACT BOOK, 1973-74, The Office of Institutional Planning, Room 123 Sparks Hall, Georgia State University, 33 Gilmer Street, Atlanta, GA 30303, October 1973, 66 p., no cost.

This booklet represents the fourth annual issue of publication. It contains a diversity of information: 1) administration; a. listing, b. departments and chairman, c. administrative organization chart; 2) faculty; a. distribution by rank, highest degree, sex, tenure status, average salary, b. growth, c. committees; 3) students; a. enrollment data, b. grade distribution, c. mean college SAT Scores, d. organizations; and 4) general information; a. a profile of the University, b. statement of purpose, c. budget, d. physical plant, e. employee composition, f. library, g. computer center, h. alumni, i. Urban Life Center, j. Centers, Chairs and Institutes, k. history of major events.

186. Weiss, Janis H. The Educational Experience at Macalester--A View from the 60's, Office of Research and Planning, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105, September 1973, 18 p., no cost.

As part of an extensive questionnaire sent to 1963, 1974, 1968 and 1969 graduates of Macalester College, alumni were asked to evaluate their undergraduate educational experiences. Alumni saw themselves as having received a number of benefits from their Macalester education. They saw their junior and senior years as the most intellectually rewarding and their freshman year as the least. There appeared to be an increasing interest in more applied learning situations which would utilize both on and off-campus resources.

Pollack, Richard A., 53
Preshing, William A., 19
Preus, Paul K., 132
Price, Barbara A., 144
Pugh, Richard C., 38, 138
Readnour, Jon, 38
Recteurs et des Principaux des Universites du Quebec, 69, 70
Reeling, Glenn E., 25, 89
Richards, Mary P., 73, 74
Rossman, Jack E., 1, 39, 167
Rott, Marilyn A.H., 133
Saussy, John, 10
Schultze, Walter L., 93
Selgas, James, 10
Semeniuk, S.F., 5
Shapiro, Allen H., 182
Shirey, Donald, 115
Smith, A.W., 66
Smith, Glynton, 185
Stayrook, Nicholas, 32
Sterns, A.A., 81
Stewart, Michael O., 82, 83, 134
Tallman, B.M., 84
Tatham, Elaine L., 2, 23, 60, 72, 90, 94, 95, 135, 139, 154
Taylor, Alton L., 136, 137, 141
Trentham, Landa L., 138
Tully, G. Emerson, 85
Ussery, Robert N., 97, 148, 164
Valence, G., 42
Watkins, Robert E., 90
Wartgow, Jerome F., 40, 41, 48, 49, 53, 96, 147, 168
Weiss, Janis H., 59, 186
Wener, D., 91
Williams, Edwin S., 139
Williamson, William J., 86
Wise, Fred H., 81
Wolfcale, Carolyn P., 61
Wolfe, Thomas, 3
Zaharia, George N.S., 169

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AUTHOR INDEX

Beaudoin, G., 42
Beckom, Bobby N., 97, 148
Blai, Boris, Jr., 43, 44, 45, 46, 47, 56, 57, 98, 99, 100, 101, 102, 103, 104, 140, 149, 170, 171, 172
Blell, David, 151, 152
Blocker, Clyde, 10
Bordeleau, Jacques, 105
Bradley, A. Paul, Jr., 166, 173
Brown, Charles I., 174
Clements, William H., 4, 20, 54, 106 107, 108
Cleworth, J.A., 5
Coles, William H., 109
Coull, Kenneth W., 21, 120
Curry, Philip L., 110
Curtis, David V., 48, 49
Dickinson, Carl, 175, 181, 184
Dolan, W.P., 142
Duff, Franklin L., 22, 150
Eisen, Sylvia, 71
Erickson, Craig G., 9
Evans, Keith W., 62
Faber, Joan F., 111
Falk, Charles F., 29
Faulman, Jane, 109
Fiedler, Judith, 176, 177, 178, 179 180
Finch, Harold L., 2, 3, 11, 63, 72, 90, 94, 95, 135
Fink, Ruthena, 112
Flanigan, Mary Lou, 31
Froehlich, G.J., 113
Gelineau, Guy, 105
Gell, Robert, 151, 152
Gibbons, Anne, 176, 177, 178, 179
Hannafin, Kathleen M., 134
Harshman, Carl L., 114, 142, 153
Hay, Frances, 3
Hengst, Herbert R., 12, 13, 14
Higbee, E.C., 5
Hodgson, Thomas F., 181
Holland, M., 15
Hopkins, David S.P., 110, 143
Horowitz, Peter, 92
Howe, Janet Colee, 64
Hull, Frank W., 182
Jackemelt, William P., 50
Jacobsen, Barbara, 118
Jenkins, Dorothy H., 185
Jones, Hilda, 115
Kelley, Diana L., 23
Kidder, James R., 87
Laird, David, 48
Larsen, Suzanne W., 116
Lastilla, Anne, 117
Lavin, David E., 118
Leal, Ralph A., 24, 71, 119, 155
Lechowicz, J.M., 120
Lejda, Harry S., 25, 89
Litwin, J.M., 120
Louisiana Coordinating Council for Higher Education, 75
Lucas, John A., 6, 7, 8, 17, 26, 27, 28, 29, 30, 31, 58, 65, 76, 121, 122, 157, 158, 159, 160, 161, 162
Luckett, Amanda, 142
Lyman, Glenny A., 87
Main, Sally, 110
Majer, Kenneth, 32
Malkoff, Karen I., 180
Malpass, Leslie F., 14
Mandrillo, Margaret P., 137
Mclaughlin, Gerald W., 67
Meehan, Carol S., 114, 142
Mehra, N., 51, 52, 123, 125, 125, 163
Mickina, Mary Ann, 161
Mims, Sue R., 145
Mitchell, Syrene D., 183
Montgomery, James R., 144
Moore, John R., 9
Morishima, James K., 184
Morris, Dianna B., 164
Morrissey, Robert S., 12, 13, 14
Moughamian, Henry, 18, 33
Mukerjee, Marilyn, 135
Munson, Ann, 68
Nelson, Theron, 185
Newton, R.D., 84
Office of Institutional Analysis, University of Virginia, 146, 165
Office of Institutional Research, SUNY-Albany, 16, 34, 35, 55, 126, 127, 128, 129
Office of Institutional Research - McMaster University, 77
Office of Program Planning and Analysis, University of Georgia, 78, 79, 80, 131
Otto, David, 36, 37, 92
Palola, Ernest G., 166, 173
Park, Georgia K., 59